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ABSTRACT

This paper reviews, compares, and summarizes writings from 1974 to 1980 which address the concept of burnout. The 48 writings are summarized in a tabular format and presented in chronological order to provide the reader with a sense of trends. The table also includes authors, year of publication, the occupation of the "burned-out" individual, and the definition of burnout used in the writing. Based on an analysis of these definitions of burnout, the paper proposes a new definition encompassing emotional or physical exhaustion, lowered work productivity, and overdepersonalization. The five sources which present statistical analyses relating individual or organizational variables to burnout are reviewed and research methodology issues are posed. The future research section is based on research to date, authors' conversations with researchers and other professionals, and writings in areas such as psychopolitics, client labeling, the interrelationships of clients, care givers, and systems, and causes and prevention of burnout. A model to aid researchers is also provided. (NRB)

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Burnout: Summary and Future Research

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Running Head: Burnout Summary

Burnout: Summary and Future Research

Over the last seven years the term "burned out" has become popular for describing a condition of staff and administrators in those professions with a high degree of people contact. This concern about burnout is probably a function of: (a) characteristics of helping professions, (b) growing importance of human service delivery (Maslach, 1977), (c) characteristics of public sector organizations which may further place a burden on service deliverers and administrators (Maloof, 1975), and (d) physical and psychological effects of stress for all workers (ABC Evening News, 1979; Beehr & Newman, 1978; Bishop, 1979; Cherniss, Egnatios, & Wacker, 1976; Cooper & Payne, 1978; McGrath, 1976; McLean, 1974, 1978; Monat & Lazarus, 1978; Newman & Beehr, 1979).

This paper presents a review of writings which address the concept of burnout. From this review a definition of burnout is developed; research findings are summarized and directions for future research are suggested. (Note: The term "writing" is employed because of the variety of publication methods.)

Summary of Burnout Literature

The writings summarized in Table 1 represent a complete review of the field of burnout. No references prior to 1974 were identified and thus only professional journals, dissertation abstracts and books from

1974 to 1980 were inspected. All journals in which a burnout article appeared were reviewed issue by issue for these years. In addition, when a burnout article appeared in a journal reflective of a professional area (social work, psychology, child welfare), all journals in this field were reviewed. Finally the review was presented to two authors in the field (Cherniss, 1980a, Maslach, 1980) to confirm its completeness.

Insert Table 1 about here

The studies in Table 1 are presented in chronological order to provide the reader with a sense of trends in the writings. The table includes author(s), year of publication, person's occupation who is burned out ("burnoutee") and definition of burnout employed in the writing. These studies were categorized into three groups: (a) descriptions, based only on author's personal experience, (b) narrative, based on systematically collected data, (c) statistical presentations based on systematically collected data. By far the largest number of publications appear in categories (a) and (b); writings in category (c) have appeared between 1977 to 1980. There exist few sources with inferential statistical presentations of burnout research.

Despite numerous writings between 1974 and 1979 only Berkeley Planning Associates (1977) and Maslach and Jackson (in press) explored underlying dimensions of burnout or provided data beyond the descriptive level. Also, the trend seems to be for books on the subject to be written. (Books are being published at such an accelerated rate that several were too recent to include in the review: Cherniss, 1980c; Freudenberger, 1980; Pines, A., Aronson, E., & Dafry, C., 1980.)

The writings were also categorized according to hypothesized causes, "individual" or "organizational" (listed in Table 1 as Role/Organization/System) of burnout and target of possible solution ("individual" or "organizational"). For each variable the writing was classified in one or both categories. The "individual" category for "cause" was assigned if the writing listed the individual as contributing to the state of being burned out while the "organizational" category was assigned if any elements external to the person were listed as causes. The same criteria were employed for "prescribed solutions".

In reviewing Table 1, 29 sources considered both the "individual" and "organization" as causes of burnout. Similarly, 29 sources (not identical to the former) described both as foci of solutions to burnout. Those writings which cited only one cause of burnout chose the "organization" (n=14) more frequently than the "individual" (n=3); those which cited only one solution emphasized the "organization" (n=15) more than the individual (n=3).

Definition of Burnout

The definition of burnout proposed is based on a content analysis and then synthesis of the definitions presented in Table 1. This leads to a definition of burnout as a response to chronic emotional stress with three components: (a) emotional and/or physical exhaustion, (b) lowered job productivity, and (c) overdepersonalization. Research does not yet support inclusion of other symptoms and components authors speak to (such as low morale, negative self concept, anger, cynicism, negative attitudes toward clientele, increased emotionality, suspiciousness, overconfidence, depression, rigidity, absenteeism, more time spent on job, leaving job or drug use) into burnout's definition. They may be correlates of, but do not seem to comprise its prime dimensions. While the word burnout has popular usage with professionals in people contact work and with the lay public, researchers and interventionists (based on research to date) would probably benefit from a focus on its underlying primary dimensions, treating burnout as a multidimensional construct, not a single explanatory term.

Research of Berkeley Planning Associates (1977), Maslach & Jackson (in press), and Perlman and Hartman (1980) provide support for conceptualizing burnout as a multidimensional construct which when measured cannot be summed into an overall burnout "score". The Berkeley Planning Associates' analyses revealed five burnout subscales (project, co-workers, job, opportunities and estrangement from job) with

moderate Cronbach Alphas (.63 to .81). However, they summed the scales when analyzing relationships between burnout and other variables.

Maslach & Jackson explored the underlying dimensions of burnout with a sample of 1025 people contact individuals and an instrument of 25 items. A factor analysis resulted in three factors with an eigen value greater than one; labeled emotional exhaustion, depersonalization and personal accomplishment, reflecting the three components identified in the definitions listed in Table 1. To be consistent with usage of other writers, these three components will be referred to as productivity, overdepersonalization and emotional exhaustion. Perlman and Hartman utilized six items measuring components of burnout with a sample of 289 community level mental health administrators. Again, the items did not intercorrelate highly enough to be labeled a unidimensional burnout cluster.

In addition to the above research which explored dimensionality of burnout a limited number of studies have researched the statistical relationships between burnout, and individual, organizational, and outcome variables. What follows is a summary of the significant findings presented in this research.

Summary of Research Results

Of the 48 writings listed in Table 1 only 5 present statistical analyses relating individual, or organization variables to burnout.

Table 2 presents a summary of these relationships. The earliest statistical treatment of burnout is the Berkeley Planning Associates' (1977) analyses ranging from descriptive through multiple regressions and discriminant analyses. For worker characteristics, age and supervision responsibilities were significantly related to burnout, i.e., older workers and workers with supervisory responsibility were less likely to burn out. Projects with large caseload size and formalized rule observation were more likely to have burned out workers. Burnout was significantly related to workers' termination from jobs, but not absenteeism. A multiple regression analysis revealed that only leadership, communication, supervision responsibility and caseload size contributed a significant portion of the variance in burnout. The clear conceptualization, strong methodology and statistical analyses makes this work a necessary reading for burnout researchers.

Metz (1979) compared educators (teachers) who identified themselves as either professionally burned out or professionally renewed. Nonwork was significantly more important as a source of renewal for those identified as renewed, more males between ages 30 to 49 were self categorized in the burned out group with more females of the same age in the renewal group. Educators who identified themselves as renewed perceived administrative support and peer interactions and relations as significant sources of renewal compared to the self identified burned out group.

Gann (1979) focused on individual personality characteristics believed to be significant for understanding burnout. Burnout was not found to be identical with job dissatisfaction, age rather than length of time on job was most strongly related to burnout, high ego level social service workers were more positively oriented toward clients, and the interaction of ego level and job variables improved prediction of burnout for only its emotional exhaustion component.

Westerhouse (1980) studied effects of tenure, role conflict and role conflict resolution on work orientation and burnout of 141 relatively young, well educated high school teachers, working at private schools. Frequency of role conflict was a significant variable in prediction of burnout, especially role conflict with students about examinations and grades. Teacher tenure did not correlate positively with burnout.

Maslach & Jackson (in press) reported on the development of the Maslach Burnout Inventory, its three scales and reliability and validity. They obtained external validation of burnout by use of observers such as spouses, and found the three components reported earlier. They analyzed the three components separately, and thus their findings are not reported in Table 2. In addition to the burnout inventory, they employed the Job Diagnostic Survey (Hackman & Oldham, 1975), which included measures of job characteristics including

"feedback," meaningfulness," "task significance," "skill variety," and "growth satisfaction." Significant relationships were found between: (a) feedback and all three components, (b) task significance and productivity, (c) growth satisfaction and all three components, (d) meaningfulness and personal accomplishment, overdepersonalization, (e) intention to leave and overall burnout, (f) absenteeism and over-depersonalization, (g) poor relations with family/friends and over-depersonalization, (h) psychosomatic illness and emotional exhaustion, (i) use of tranquilizers and emotional exhaustion, and (j) use of alcohol and productivity.

By defining burnout as one type of stress reaction and based on the variety of variables found to be significantly related to burnout (see Table 2) the implication would seem to be the necessity of a macro view of the phenomenon. The future research section which follows is based on research to date, the authors' conversations with researchers and people contact professionals, and writings in areas such as psychopolitics (Greenblatt, 1978), client labeling and typologies (Mennerick, 1974), and interrelationships of client, care givers, and systems (Sarason, 1980). Answers to the questions raised in this section, we believe, would facilitate understanding of burnout's dimensionality, causes, remedies, prevention, and relationships with outcome variables.

Future Research

Many questions remain to be answered if burnout's causes, antecedents, incidence, intensity, and correlates, as well as how best to approach its containment and prevention are to be identified. What follows raises questions in two general areas: (a) research methodology, and (b) study of relationships, outcomes, causes and prevention.

Models

What types of models best structure burnout research? How detailed or broad are the most useful models? Models would provide a basis for variables to study as researchers attempt to predict who will burn out. The Berkeley Planning Associates did include a model of the burnout process, however, because they did not possess time series data, they were not able to test the full implications of their model.

Figure 1 presents an example of a model which identifies personal and organizational variables which may be related to burnout. The three dimensions of burnout reflect the three major symptom categories of stress: (a) physiological, focusing on physical symptoms (physical exhaustion), (b) affective-cognitive, focusing on attitudes and feelings (emotional exhaustion, overdepersonalization), (c) behavioral, focusing on symptomatic behaviors (overdepersonalization, lowered job productivity). This model is based upon a paradigm presented by House & Wells (1978) and is similar to models recently proposed by Beehr &

Newman (1979) and Matteson & Ivancevich (1979). The model has a cognitive/perceptual focus with interpretation of an individual's environment and personal variables at its core. The model is broad, including almost all variables which have been studied in burnout research.

Insert Figure 1 about here

As the model shows, individual characteristics, and work and social environments are important for the perception and impact of stress (burnout) with effective or ineffective coping influencing this. The model contains four stages. The first is the degree to which a situation is conducive to stress. Two major types of situations exist in which stress is likely to occur. An individual's skills and abilities may not be sufficient to meet perceived or real organizational demands. Or an individual's work may not meet her/his expectations, needs, or values. Put another way, stress is likely when there exists an inadequate fit, a discrepancy, between the person and work environment.

The second stage in the model involves perceived stress. Many situations conducive to stress do not result in persons perceiving themselves as under stress. Moving from stage one to stage two is dependent on a person's background and personality as well as role and organization variables. Little research exists which reviews

transition from stage one to stage two. Thus relationships in the model concerning effects of individual and organizational variables on perceived stress represent hypotheses.

Stage three depicts the three major categories of response to stress while stage four represents outcomes of stress. Burnout, as a multifaceted experience of chronic emotional stress, is placed in stage four.

The significant variables related to burnout can be organized within the model. The organizational and individual characteristics listed in Table 2 would be represented at the top and bottom sections of the model and would have an impact on: (a) perceptions of the organization and role by an individual, (b) response of the individual to these perceptions, and (c) response of the organization to symptoms displayed by the individual (in stage three) which would then lead to (d) outcome variables listed in stage four. It is at this point that the multidimensional nature of burnout must be recognized. As the organization responds to these symptoms a variety of multidimensional outcomes are possible, each commonly labeled in the research and management domains with a single descriptor, e.g., satisfaction, turnover, burnout.

Instruments

Obtaining valid instruments to measure burnout is important. Maslach's Burnout Inventory (Maslach & Jackson, in press) is one example, The Berkeley Planning Associates' (1977) burnout instrument

another. Existence of other instruments or the use of these two in the same research would allow multiple measures when investigating dimensions of burnout. This might result in convergence on critical aspects to be measured and how to measure them.

Methodology

Do different types of research methodologies yield comparable or conflicting data on burnout? For example, does the interview versus questionnaire method obtain equally valid data on burnout? What is the value of longitudinal research beyond the three years employed by Cherniss? In what stages of a career are researchers likely to gain the most useful information about preventing burnout? What role does measuring burnout play in creating burnout? Do certain measurement procedures increase individuals' awareness of and sensitivity to burnout, or help create and perpetuate its existence?

Furthermore, are conceptualizations of burnout held by workers different from the definition presented here? For example, research supports burnout as a multidimensional concept yet staff may view it as unidimensional, implying for example, emotional exhaustion. What do staff mean when they use the term burnout, and do different groups in different professions or organizations use the term differently?

Norms

Sufficient descriptive data gathered from heterogeneous groups of people contact workers should allow the formation of norms, thus

giving end points for making statements about levels of burnout and its intensity. By "anchoring" burnout data the relative level of burnout or distress in one sample could be determined by comparison to norm groups. These norm groups could be categorized by sex, education level, type of work, etc.

Attribution of Burnout

Research is lacking which studies attribution of success or failure on the job (self or environment). Does burnout attribution differ for: (a) new versus more experienced human service professions, (b) by occupation, or (c) organizations with differing structures?

Secondary Gains

What percentage of professionals, in what professions, working in what types of organizations experience or at least verbalize the experience of burnout because of secondary or positive gains associated with this? Is there a positive facet to burnout? Is part of the secondary gain of burnout (if this exists) due to the value assumption that one who burned out must have been caring, committed and competent and thus burned out only because the job overwhelmed him/her?

Spillover/Impact

What is the process, incidence rate, and effect of spillover effects of burnout from work on self, family and social environments? Are those who burn out more likely than those who do not to experience divorce, poor marriages, and children with emotional problems? And vice versa, what is the impact of nonwork on work and the experience

of burnout? Divorce could lead to burnout just as burnout could lead to divorce. Does burnout effect social support and relationships negatively? If so, how, and what is the process involved? Since social support is one of the few known coping mechanisms which can help contain or prevent distress, knowledge of the effects of burnout on friendships and social support is important.

Life Stages

The relationship of burnout to maturational/developmental stages of "passages" is relatively unknown. Cherniss (1980b) documents burnout of new public professionals in their first three years on the job. Is what he describes also true for blue collar workers and other professionals in different types of organizations? Is there a maturational process which occurs as individuals leave school and enter the working world in which over a period of time work becomes integrated with nonwork priorities to form one's frame of reference and priorities in life?

For individuals later in life, what is the relationship of burnout to "passages," i.e., changing values, priorities, and feelings/cognitions about one's life (Metz, 1979)? Are there causes of burnout far removed from more widely discussed issues such as role overload?

Old Timers

A correlate of longitudinal research would be to gather data from "old timers" in various people contact fields. It would be interesting to learn how many of these old timers are or have burned out. Their perceptions (even if retrospective) of how they coped, why they stayed

in the field, their expectations and observations on this relatively new phenomenon, burnout, could prove fascinating.

State or Trait

Is burnout a state or trait? Are there some individuals who are likely to burn out in whatever type of organization or role in which they work (burnout as a state)? What percentage of those who burn out do so because of transitory personal, organizational, system or role traits which are amenable to change?

Expectations and Education

What is the relationship between educational training, and individual expectations of work, with what occurs while on the job (Cherniss, 1980b)? Are graduates from certain types of educational programs less likely to burnout because their course contact or role modeling by faculty bring student expectations and the reality of working into congruence? What is the relationship between fervor in making the world a better place, naivite about working, and burnout, especially differentiating those who work in public versus private sector organizations?

Coping

A better understanding is needed in theory, research and application of group and institutional coping mechanisms. What is the process by which groups within an organization or entire organizations change or do not change to cope with harmful stress? How do organizations

decide that turnover, burnout, and other outcomes of harmful stress are important enough problems that combative measures must be instituted? Can a taxonomy of these coping mechanisms be developed? How often do they exist (especially in human service organizations), and is it possible to determine their dollar costs and benefits?

Why Burnout

Burnout is only one potential response to chronic emotional stress. Why do some people contact professionals suffer burnout while others suffer different types of outcomes (such as ulcers or other physical ailments)? What influences the perception and experience of distress into burnout versus other alternative outcomes?

Intervention

Evaluation research on success or failure of intervention strategies aimed at preventing or containing burnout is needed. Such interventions will be varied and could include training at the university level, better and different selection techniques by organizations, orientation programs for new staff, improving individual's knowledge and expectations about working, increased individual knowledge of how to cope at personal level and how to function within a complex organization, staff development, staff support, role changes such as modifying workload or role, and working with management. This research needs to evaluate intervention at both the organization/system and individual levels. At which level are interventionists'

efforts maximized? For example, how easily and in what ways can organizations be changed to lessen staff burnout? Is it feasible to talk about lowering client contact and developing role autonomy for caseworkers working in public sector agencies with fixed or decreasing budgets, large numbers of clients to serve, and professionals waiting to be hired or being trained in universities? What are the best strategies for making human contact organizations more "humane"? Can entire systems be burned out (Gertz, 1979)?

Intervention without evaluation is ongoing and important but determining optimal strategies of such intervention (its rigorous evaluation) is paramount. Research on organizational development, for example, is sparse. At the individual level (Newman & Beehr, 1979), effectiveness of various coping strategies has yet to be demonstrated empirically.

Types of Burnout

Finally it would be interesting to learn if the underlying cause of burnout is multifaceted. For example, is there a developmental/ maturational burnout, a poor career selection burnout, work role burnout, an incongruent expectations of a job burnout? Are some types of burnout resultant of complex interactions of the above?

In summary, what is the most parsimonious and complete way of examining and explaining burnout? It cannot be overemphasized that

thus far burnout has been primarily, if not entirely, a descriptive term yielding little insights into explaining its causes, prevention and cures.

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Footnotes

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TABLE 1

SUMMARY OF BURNOUT LITERATURE

Author(s)	Year	The "Burnoutee(s)"	Definition of Burnout	Type of Paper			Antecedents/Causes		Solutions/Remedies	
				Descriptive	Narrative of Research	Statistical Presentation of Research	Individual	Role/Org./ System	Individual	Role/Org./ System
Freudenberger, H. J.	1974	"Free Clinic"	To fail, wear out, becomes exhausted because of excessive demands on energy, strength and resources	X			X			X
Ginsburg, S. G.	1974	Upwardly moving business executives	Response to chronic stress of "making it to the top" as a business executive	X			X	X	X	X
Freudenberger, H. J.	1975	Staff at alternative institutions	To fail, wear out, becomes exhausted by making excessive demands on energy, strength and resources	X			X	X		X
Maslach, C.	1976	Health and social service professionals	Distancing, cynical or negative attitudes, detachment		X		X	X	X	X
Warnath, C. F. & Shelton, J. L.	1976	Full time professional counselors	Loss of commitment for work	X			X	X		X
Armstrong, K. L.	1977	Social Services/Protective Services With Child Abuse Focus	Constellation of 13 symptoms		X			X		X
Berkeley Planning Associates	1977	Child Abuse Workers	Estrangement from clients, co-workers, job and agency			X	X	X	X	X

Author(s)	Year	The "Burnoutee(s)"	Definition of Burnout	Type of Paper			Antecedents/Causes		Solutions/Remedies	
				Descriptive	Narrative of Research	Statistical Presentation of Research	Individual	Role/Org./ System	Individual	Role/Org./ System
Brown, C., Holder, W., Giles, D. and Schmolke, L.	1977	Protective Services Workers	Symptoms of absenteeism, turnover, plus others	X				X		X
Collins, G. R.	1977	Christian Helping Professionals	Exhaustion due to the demands of people in need	X			X	X	X	X
Freudenberger, H. J.	1977a	Child Care Workers	To fail, wear out, becomes exhausted because of excessive demands on energy, strength, resources	X			X	X	X	X
Freudenberger, H. J.	1977b	Members of Non Helping/ Non Mental Health Organizations	Fatigue, depression, irritability, bored, over-worked, rigidity, inflexibility	X			X			X
Justice, B. & Justice, R.	1977	Child Care Workers	Not caring, depersonalization of clients	X						X
Maslach, C.	1977	Human Service Providers	Loss of concern characterized by physical/emotional exhaustion, cynical and dehumanized perceptions		X			X	X	X
Maslach, C. & Pines, A. M.	1977	Workers In Day Care Settings	Loss of concern, physical exhaustion, emotional exhaustion, cynicism and dehumanization		X[a]			X	X	X
Mattingly, M. A.	1977	Clinical Child Care Workers	Painful and personally destructive response to excessive stress	X			X	X	X	X
Mitchell, M. D.	1977	Organizational Development Practitioners	Progressive process of fatigue and depletion of personal resources	X			X		X	
Point-Counterpoint	1977	Social Workers		X				X		X

[a]Statistical findings available from authors.

Author(s)	Year	The "Burnoutee(s)"	Definition of Burnout	Type of Paper			Antacedents/Causes		Solutions/Remedies	
				Descriptive	Narrative of Research	Statistical Presentation of Research	Individual	Role/Org./ System	Individual	Role/Org./ System
Kahn, R.	1978	Those Who Work	Syndrome of inappropriate attitudes towards clients and self, often associated with uncomfortable physical and emotional symptoms with deterioration of performance	X				X		X
Larson, C. C., Gilbertson, D. L., & Powell, J. A.	1978	Psychotherapists	Lowered job performance	X				X		X
Maslach, C.	1978a	Helping Professionals	Loss of caring, emotional exhaustion from stress of interpersonal contact, cynisms/dehumanizing		X			X		X
Maslach, C.	1978b	Professionals In Human Service Institutions	Loss of concern for clients, emotional exhaustion, cynical and dehumanised perceptions, inability to cope with chronic emotional stress of the job		X			X		X
Maslach, C. & Jackson, S.	1978	Legal Services Attorneys	Syndrome of emotional exhaustion, little concern, sympathy or respect for clients, cynicism and negative attitudes, lowered job performance, dehumanized perception of clients		X		X	X	X	X
Pines, A. M. & Maslach, C.	1978	Mental Health Professionals	Syndrome of physical and emotional exhaustion, negative self concept, negative job attitudes and loss of concern and feeling for clients		X[a]			X	X	X
Seiderman, S.	1978	Child Care Staff	Depletion of personal resourcefulness, flexibility, and positive energy individuals ordinarily possess	X			X	X	X	X

[a]Statistical findings available from authors.

Author(s)	Year	The "Burnoutee(s)"	Definition of Burnout	Type of Paper			Antacedents/Causes		Solutions/Remedies	
				Descriptive	Narrative of Research	Statistical Presentation of Research	Individual	Role/Org./ System	Individual	Role/Org./ System
Shubin, S.	1978	Nurses	Total detachment or over-involvement on the job	X			X	X	X	X
Cleve, J.	1979	Helping Professionals	Syndrome with up to 14 symptoms	X			X	X	X	X
Daley, M. R.	1979a	Child Protective Services	A reaction to job related stress that varies in nature with the intensity and duration of the stress itself	X			X	X	X	X
Daley, M. R.	1979b	Child Welfare Worker	Wearing out, feeling estrangement	X			X	X		X
Gann, M. L.	1979	Social Service Workers	Syndrome of emotional exhaustion and cynicism			X	X	X	X	X
Kunkel, R.	1979	Professionals	Depletion of personal energy, loss of vitality, the graduate decrease of commitment to the work or home environment	X			X	X	X	
McGuire, W. H.	1979	Teachers		X				X		X
Maslach, C.	1979	Health Care Professionals	Loss of concern for whom one is working, physical exhaustion/ illness, emotional exhaustion		X		X	X	X	X
Maslach, C. & Jackson, S. E.	1979	Policemen	Emotional exhaustion and cynicism, negative feelings towards others and self, detachment, self appraisal of lowered job productivity		X			X	X	
Maslach, C. & Pines, A.	1979	Professionals	A total emotional and physical exhaustion		X		X	X	X	X

Author(s)	Year	The "Burnoutee(s)"	Definition of Burnout	Type of Paper			Antacedents/Causes		Solutions/Remedies	
				Descriptive	Narrative of Research	Statistical Presentation of Research	Individual	Role/Org./ System	Individual	Role/Org./ System
Metz, P.	1979	Educators	Physical, emotional and attitudinal exhaustion			X	X	X	X	X
Meyer, J. H.	1979	Professional Workers	Psychological state of mind; person feels over-worked, overwhelmed, alienated from staff, clients and self		X		X	X	X	X
Patrick, P. F. S.	1979	Health Workers	Emotional exhaustion, negative attitudes, sense of personal devaluation in response to continuous work related stress	X			X	X	X	X
Perlman, B. & Hartman, E. A.	1979	Human Service Providers	Exhaustion, lowered job performance and anger toward self, work and/or clients	X			X	X	X	X
Teacher Burnout	1979	Teachers	Feeling locked into a job routine	X				X	X	X
Cherniss, C.	1980b	Public Sector Professionals	Changes in professional attitudes and behavior. Decline in trust, decline in idealism, withdrawal from work		X		X	X	X	X
Edelwich, J. & Bradsky, A.	1980	Helping Professionals	A syndrome marked by disillusionment, loss of enthusiasm, stagnation, frustration and apathy		X		X	X	X	X
Perlman, B. & Hartman, E. A.	1980	Mental Health Administrators	Exhaustion, lowered job performance, and anger toward self, work and/or clients			X	X	X	X	X

Author(s)	Year	The "Burnoutee(s)"	Definition of Burnout	Type of Paper			Antecedents/Causes		Solutions/Remedies	
				Descriptive	Narrative of Research	Statistical Presentation of Research	Individual	Role/Org./ System	Individual	Role/Org./ System
Pines, A. & Maslach, C.	1980	Day Care Center Staff	Syndrome of emotional exhaustion, cynicism, gradual loss of concern for others, callous and dehumanized attitudes towards others		X			X	X	X
Vash, C. L.	1980	Human Service Administrators	Detached, unhappy, loss of enthusiasm, effectiveness, and efficiency, physiological and behavioral deterioration	X			X	X	X	X
Westerhouse, M. A.	1980	Teachers	Could not obtain definition			X	X	X	X	X
Cherniss, C., Egantios, E. S., Wacker, S., & O'Dowd, B.	In Press	Public Professionals	Three changes in professional attitudes and behavior. Decline in trust, decline in idealism, withdrawal from work	X			X	X		X
Maslach, C. & Jackson, S. E.	In Press	Human Service Professionals	Exhaustion, depersonalization, lowered productivity			X				
Perlman, B. & Hartman, E. A.	In Press	People Contact Professionals	Lowered job productivity, emotional or physical exhaustion, and an anger or cynicism manifested toward self or others exhibited in a variety of ways	X			X	X	X	X

Table 2

Variables found to be significantly related to burnout

Organization Characteristics	Perceptions of Organization	Perceptions of Role	Individual Characteristics	Outcome
Caseload	Leadership	Autonomy	Family/Friends, Support	Satisfaction
Formalization	Communication	Job Involvement	Sex	Turnover
Turnover Rate	Staff Support	Being Supervised	Age	
Staff Size	Peers	Work Pressure	Tenure	
	Clarity	Feedback	Ego level	
	Rules & Procedures	Accomplishment		
	Innovation	Meaningfulness		
	Administrative Support			

Figure 1

A PERCEPTUAL - FEEDBACK STRESS PARADIGM